

## *Instructional Technology Staff* 573/751-8247

- ◆ Deborah S. Sutton, Director  
dsutton@mail.dese.state.mo.us
- ◆ Kathy Parris, Supervisor  
kparris@mail.dese.state.mo.us
- ◆ Claranne Vogel, Supervisor  
cvogel@mail.dese.state.mo.us
- ◆ Lisa Walters, Library Media and  
Technology Consultant  
lwalters@mail.dese.state.mo.us
- ◆ Rosalyn Wieberg, Supervisor  
rwieberg@mail.dese.state.mo.us
- ◆ Kelly Kempker, Administrative Assistant  
kkempker@mail.dese.state.mo.us

## *In This Issue . . .*

- ◆ Instructional Technology Update
- ◆ What's New With TEAMS for 2000-2001?
- ◆ Technology Planning Tip of the Month
- ◆ eThemes
- ◆ National Teacher Training Institute for Math,  
Science and Technology
- ◆ Copyright Question of the Month
- ◆ Moving Students from Passive to Critical  
TV Viewing
- ◆ Learning With Technology
- ◆ Mark Your Calendar
- ◆ Upcoming 2000 Conference
- ◆ MOREnet Electronic Responses
- ◆ Internet Sites of Interest
- ◆ From the Mailbag

## ◆ **Instructional Technology Update**

### VIDEO Program Funding Update

Governor Carnahan signed SB 944 last week that set VIDEO funding at \$4.0 million.

### Competitive Technology and Distance Learning Grants Awarded for FY 2001

Approximately 35 readers drove to Jefferson City to evaluate 108 Competitive Technology and 32 Interactive Distance Learning grants, June 26-28. Competitive Technology grants were read in quadrants; Distance Learning grants were read by grant type (Implementation and Upgrade). Each grant application was reviewed by a panel of 5 readers, with the high and low scores thrown out and the three remaining scores totaled. Applications were placed in rank order within their competition based on total scores.

Below is a list of the grants receiving tentative approval. Please note that those receiving tentative approval will be contacted by Instructional Technology staff in July-August to negotiate the budget and award final approval. Applicants should not begin any activity or incur any expenses until the negotiation is complete.

### Competitive Technology

District Name	Score	State Request
Advance R-IV	251	\$49,995.00
Billings R-IV	241	\$49,378.00
Boonville R-I	235	\$17,750.00
Bowling Green R-I	241	\$49,998.00
Butler R-V	237	\$49,996.00
Cape Girardeau 63	246	\$50,000.00
Central R-III	234	\$50,000.00
Cole Co. R-V	237	\$49,409.00
Columbia 93	212	\$48,675.00
Community R-VI	222	\$49,237.00
DeSoto 73	231	\$50,000.00
Dexter R-XI	231	\$49,919.00
Dixon R-I	234	\$49,983.00
Farmington R-VII	225	\$50,000.00
Gideon 37	225	\$45,223.00
Hannibal 60	232	\$45,379.00
Hickman Mills C-1	243	\$50,000.00
Holden R-III	240	\$49,892.00
Independence 30	233	\$50,000.00
Jackson R-II	230	\$39,370.00
King City R-I	212	\$49,989.00
Knox Co. R-I	212	\$41,218.00
Liberty 53	243	\$50,000.00
Lone Jack C-6	249	\$46,191.00
Marceline R-V	211	\$44,711.00
North Harrison Co. R-III	217	\$45,881.00
Parkway C-2	225	\$50,000.00
Perry Co. 32	242	\$50,000.00
Phelps Co. R-III	235	\$37,100.00
Sarcoxi R-II	231	\$49,971.00
Scott Co. R-IV	226	\$42,156.00
Seneca R-VII	229	\$49,960.00
South Iron Co. R-I	229	\$50,000.00
Spickard R-II	211	\$47,819.00
Stanberry R-II	224	\$50,000.00
Stockton R-I	230	\$49,999.00
Troy R-III	244	\$50,000.00
Valley Park	227	\$38,462.00
Warrensburg R-VI	240	\$49,145.00
Westview C-6	233	\$50,000.00
Worth Co. R-III	246	\$50,000.00

### Interactive Distance Learning Grants

District Name	Type of Grant	Score	State Request
Buchanan Co. R-IV	Implementation	227	\$120,000.00
Community R-VI	Upgrade	228	\$72,000.00
East Prairie R-II	Upgrade	231	\$70,346.00
Johnson Co. R-VII	Upgrade	237	\$144,000.00
Kennett 39	Upgrade	208	\$61,229.00
Lincoln Co. R-II	Implementation	243	\$180,000.00
Malden R-I	Upgrade	249	\$48,918.00
Miller Co. R-III	Implementation	262	\$120,000.00
Pettis Co. R-V	Upgrade	262	\$48,000.00

### Online Applications Update and Workshop Schedule

We are on schedule to have the online applications ready in August for the VIDEO and Technology Acquisition and Enhancement grants. Going online will result in a few significant changes to the application and the submission process. Districts should plan to send a representative to a workshop in August. Registration is not necessary. All workshops will run from 10:00 AM to 1:00 PM.

August 3 – Cooperating School Districts, 1460 Craig Road, Creve Coeur, MO

August 8 – Camdenton High School Little Theatre, Hwy 5 South, Camdenton, MO

August 8 – UMKC, Room 307 Fine Arts Bldg., 5015 Holmes, Kansas City, MO \*

August 9 – Nixa Empire Bank, Intersection of Hwy 160 and Hwy 14, Nixa, MO

August 10 – Poplar Bluff District Adm. Offices, 1110 N. Westwood, Poplar Bluff, MO

August 10 – Macon High School Library, 702 Missouri, Macon, MO

### E-Rate Update

As of Wednesday, June 28, 2000 the Schools and Libraries Division (SLD) of the Universal Service Administrative Company (USAC) released its 12<sup>th</sup> wave of funding commitments for Year 3, bringing the total to-date to over \$1 billion. Year 3 will provide support for services starting July 1, 2000. As in Years 2 and 3, funds are available for all approved telecommunications and Internet access requests, but support for internal connections will only be available for the neediest applicants. Wave 12 funds internal connections requests to applicants qualifying for a discount rate of 85% and above. For details on funding commitments made thus far for Year 3, visit [www.sl.universalservice.org/funding/y3/default.asp](http://www.sl.universalservice.org/funding/y3/default.asp).

### PT3 Grants Awarded in Missouri

In June, President Clinton announced \$45 million in grants to 122 teachers' colleges and other organizations over the next three years to train future teachers to use technology. The following Missouri universities received grants under the Preparing Tomorrow's Teachers to Use Technology Program: Harris Stowe State College, Northwest Missouri State University, and University of Missouri-Kansas City.

## **◆ Technology Planning Tip of the Month**

You've identified a top-notch technology planning committee and are ready for your first meeting. You will need to orient committee members. Charge and empower the committee to develop a policy for dealing with technology in the district. Assist them in developing a rationale for change and a vision for the future. Be sure to focus on improved teaching and learning, emphasizing content and pedagogy and not just hardware and software.

Provide inservice in how technology can meet the changing needs of students and teachers and help the district respond to societal expectations. Have committee members visit or hear from schools with successful technology programs. Ask technology leaders or specialists to present information about current and emerging technologies and how they can affect teaching and learning. Review the district's overall mission and school improvement plans, steps for developing a technology plan, the state's technology plan goals and benchmarks, the district's current technology plan, and other appropriate documents or issues. Brainstorm and develop a shared / mutual vision of where technology will take the district.

The following article about technology mission and vision was submitted by Everett Loughridge, with the Belton School District.

### **The Mission and Vision Statements in the Technology Plan**

Technology plans usually cover a time-period of three to five years. These plans must dovetail with all other district and individual building plans that will impact upon the action plans laid out in the technology plan. Technology plans must reflect the assessed and defined needs of the student learners, the teaching and support staffs, administrators, and the key stakeholders (parents and community). A technology plan must be realistic and attainable with flexibility for redirection or change when circumstance dictates such action.

It has been said that a functional technology plan must be viewed as a VERB, and not just a NAMING NOUN. Noun only TECH plans generally reside in the dark reaches of file cabinets, or on bookshelves gathering dust. They remain inert because they are ineffectual in helping those involved with technology to make sound technology decisions on a day-to-day basis. Inert TECH plans tend to say one thing while decisions relating to technology go in a different direction without any explanation.

Technology planning, like all planning processes, must have a starting point and a well-defined point of focus. The starting point for a meaningful school district or building technology plan must be a clear statement of beliefs, vision and mission.

There are many definitions of a mission statement. It should suffice here to say that the mission statement is a clear, concise statement of what the district and its schools are all about. It's the organization's reason for being in the educational business. It is its charter. It must fully reflect the beliefs and vision for the organization. A vision/belief statement(s) is/are a formal expression of the inalienable educational beliefs, convictions, values, and commitments of a group or organization. It is the anchor for all programs and initiatives of the organization. Goals, objectives, and action plans (tasks and functions) must flow naturally out of the formal mission statement. The vision/belief statements of a district and/or school are the guideposts for the development of the mission statement and all subsequent actions and decisions. Technology plans that dovetail clearly with the organization's overall mission and vision/beliefs ensure that technology actions happen for a purpose, and are not executed as knee-jerk happenings. Everyone involved with technology must understand the game plan: what, who, why, how, and when of the plan, and how things are intended to unfold over the duration of the plan. Plans that lack a solid technology vision, realistic beliefs, and a good umbrella mission statement tend to fall apart during implementation.

You may have heard the phrase: "Plan the work and work the plan". This really does work, but first you must produce a good, solid plan. Technology plans are no exception. In the greater scheme of organizational planning and development the vision and beliefs precede the mission statement. They guide the organization in developing a clear, concise mission statement that reflects its educational vision and beliefs. All other planning and decision making in a school system should seamlessly connect into these overarching vision, beliefs, and the formal mission statement.

Where do you begin when you are developing a technology plan? I think the best place to start is to have a firm grasp on your district's formal statements relating to its beliefs, vision, and mission. This will ensure that the technology mission, vision, and beliefs statements at all levels of technology planning are in "SYNC" with the overall district mission, vision and belief statements.

I suggest that you get a couple of well-developed mission and vision/belief statements from other districts and use them as a launching pad for developing your own. Your technology team should include representatives from all levels (K-12), students, teaching and support staff, parents and other community stakeholders. Let them help you in the process of developing your statements for the technology plan so they will all buy into the plan and be committed in making it work.

## ◆ **What's new with TEAMS for 2000-2001?**

*Submitted by Mike Flynn, SuccessLink*

### **NEED HELP USING that technology for good curriculum use? Here's the answer.**

TEAMS Distance Learning continues to hone and improve its programming. A number of changes will make TEAMS an even more powerful program for you!

#### Programming for Parents

The TEAMS parent programs provide opportunities for parents to explore issues critical to their children's success in school. The programs focus on what parents can do to support school curriculum, helping children to be more successful in school and feel good about themselves and what they are learning.

November 19	Parent as Teacher: Working with Your Child in the Content Area
February 5	Involvement: The Power of Parents
April 30	Journey Toward Technology: What Does It Have To Offer?

#### Connections: Taking Learning Further

Following various units of study, the TEAMS teachers will provide an additional 15 minutes to help teachers and students to connect what they are learning in the particular module to strands within the discipline, and other content areas. Technology, online resources activities, and projects, extension activities, and assessment are suggested.

These will occur after the following modules:

- Turn on to Geometry: Grades 5 – 6
- Electricity: Grades 4 – 6
- Fast Plants: Grades 4 – 7
- Student as a Historian: Grades 4 – 7

#### Number Concepts for Primary and Middle School

Number: Grades 1 – 2: Number Concepts for Primary Grades

This module introduces primary students to the properties of number. Lessons help them develop and understanding of the multiple relationships among whole numbers and effects of operations on those numbers. The programs in this module are designed to be viewed on tape. Six, 30 minute programs begin in April.

#### Number: Middle School Number Concepts for Middle School

This module introduces student in grades 6 – 8 to several ways of representing numbers and relationships among numbers. Lessons build and expand on their informal experience with numbers. Students develop the ability to make comparisons of quantitative information. Designed to be viewed on tape six 30 minute lessons begin in April.

## History Hunt

Students become inquirers of history by comparing and contrasting stories or accounts about past events, people, places, or situations to their own lives. Activities provide for the study of the ways human beings view themselves in and over time. Designed to be viewed on tape, five 30-minute lessons begin in March.

TEAMS is available via three types of satellite, cable in many areas, and videotape.

TEAMS continues to be available at no cost to all teachers in Missouri! Contact Mike Flynn at 1-888-636-4395 or [mflynn@socket.net](mailto:mflynn@socket.net) for more information!

## ◆ eThemes

*by John Wedman, University of Missouri-Columbia*

Finding good Internet resources can be a time consuming and frustrating task. To address this problem, MOREnet has created eThemes, an online resource dedicated to improving student performance in Missouri elementary classrooms. Created for the eMINTS program and organized around the Show-Me Standards, eThemes catalogs websites for children, with most web sites appropriate for 3<sup>rd</sup>-4<sup>th</sup> grade children.

To access the eThemes site, go to <http://emints.more.net/ethemes/> and select Resource Search. eThemes can be searched by grade level, Show-Me standard, or keyword, the output being a descriptive listing of web sites. All web sites in the eThemes catalog have been critically reviewed and chosen with the child in mind, with special attention given to easy navigation, lots of graphics, and age-appropriate text. All sites are thoroughly explored to the second level so the teacher can feel confident in allowing the student to explore independently.

The eThemes database contains more than 1000 URL's divided into specific subject areas. For example, the database contains almost anything you need to know about Missouri, as well as a little trivia. A keyword search of Missouri will reveal Missouri animals, Missouri State Symbols, Missouri Pioneers, etc. Other topics range from current events (e.g., 2000 Olympics) to academic areas (e.g., science, math, ecology, economics). New web sites are reviewed and added weekly. Plans are in place to expand the catalog to include web sites appropriate for older learners.

## ◆ National Teacher Training Institute for Math Science and Technology

*Submitted by Kitty Collins, KCPT*

The National Teacher Training Institute for Math Science and Technology (NTTI) 2000 will be hosted by the MoKan Kids Network. NTTI is a hands-on, teachers-training-teachers model in the effective use of Instructional Technology in the classroom.

The Institute will be held at the Grand River Technical School, 1200 Fair Street in Chillicothe MO on July 31 & August 1, 2000. An Institute will also be held at Winnetonka High School, 5815 N. 48<sup>th</sup> Street in North Kansas City on August 9 & 10, 2000.

Teachers attending the NTTI receive a binder with all the lesson plans designed by NTTI master teachers. Participants also receive a tote bag, t-shirt and door prizes. A continental breakfast and lunch are also provided both days of the Institute.

This technology includes instructional TV, computers and the Internet. This Institute is partially funded by a grant from the Eisenhower Professional Development Program administered by the Missouri Coordinating Board for Higher Education. There is no cost to the participants.

Applications are being taken at <http://www.mkn.org/>. Direct inquiries to Jody Evans at [mailto:jody\\_evans@kcpt.org](mailto:jody_evans@kcpt.org) or by calling (816) 756-3580.

## ◆ Copyright Question of the Month

**Q:** May a videotape be used for before and after school day care or for child care during meetings and school events?

**A:** No. This situation does not meet the face-to-face instruction requirement.

Note: If videotapes are to be used for this purpose, public performance rights must be obtained. There are commercial providers that sell public performance licenses that allow the use of videos for reward, entertainment, etc.

## ◆ Moving Students from Passive to Critical TV Viewing

*Submitted by Rosemary Olas, Central Missouri State University*

The terms “educational TV” and “Instructional programming” are often used interchangeably, but there are some definite differences in these two terms. “Educational TV” refers to the excellent programming most of us have come to expect from networks such as PBS. While entertaining us, there is a common thread of information that informs us and expands our knowledge about the world around us.

“Instructional programming,” however, is created specifically for the purpose of classroom instruction. These programs are rich in the kinds of information that are necessary to reinforce classroom instruction and are readily correlated with national and state standards. There is entertainment value to hold the student’s attention, but the content is the priority. A recent study by the Corporation for Public Broadcasting indicates that students in classrooms where instructional programming is used regularly and correctly tend to be more actively engaged in the learning process, are more highly motivated to complete work in and out of the classroom, and are more likely to employ critical thinking in daily activities.

Instructional television is a powerful classroom teaching tool. It allows teachers and students to step beyond the bonds of the printed page and the blackboard to visually experience ideas and new concepts, see facts in a different way, and learn about cultures, places and people. When used correctly, students effectively learn the academic content, and at the same time, gain the lifelong skill of critical viewing. With the incredible explosion of information available, it is important that students become discriminating viewers, able to discern useful information.

Instructional TV must be an integral part of the lesson plan. It can be used to provide a common starting point for all students or it can be the focus during the lesson to reinforce previous lessons and provide a wealth of new information. Students should always be given a reason for viewing, such as listening for the answer to a specific question, or preparation for a group discussion. Teachers can pause the video during the viewing to ask questions and check for comprehension. All of these strategies encourage students to actively view the programming, moving them from passive viewers to critical viewers.

The most important part of the lesson is providing an opportunity to actively process the information after viewing. Whether a class discussion, individual assignment, or cooperative group activity, it is vital that students actively process the information to assist in retention.

Members of the Missouri Consortium of Instructional Programming Providers, MOCIPP, work diligently to provide the best possible instructional programming and services for Missouri's educators. Twenty-five instructional series for classroom instruction in grades K - 12, in thirteen different curricular areas will be available to all Missouri educators for the 2000-2001 school year through funding from the VIDEO Program. These series are available by contacting any of the MOCIPP members: Cooperating School Districts, St. Louis; Ozarks PTV, Springfield; MO-Kan Kids Network, Kansas City; Educational Satellite Network, Columbia; and KMOS-TV, Central Missouri State University, Warrensburg.

### **2000-2001 Programs Purchased with VIDEO Grant Funds**

<b>Series Title</b>	<b>Subject Area</b>	<b>Grade Level</b>	<b># Programs/Length</b>	<b>Captioned?</b>
All Fit w/ Slim Goodbody	Physical Ed.	3-4	15/15	No
Art History: A Century of Modern Art	Fine Arts	5-12	10/15	Yes
Civics at Work	Social Studies	7-12	5/15	Yes
Eddie Files, Box 1	Math	4-6	4/20	Yes
Eddie Files, Box 2	Math	4-6	4/20	Yes
Eddie Files, Box 3	Math	4-6	4/20	Yes
From the Brothers Grimm	Language Arts	K-12	13/20	
Head to Toe	Guidance	K-2	15/15	Yes
Inside Story w/ Slim Goodbody	Health	3-5	10/15	Yes
Looking From the Inside Out	Guidance/ Personal Growth	K-4	15/15	Yes
Look Up	Science	3-6	23/15	Yes
Mathemedia	Mathematics	7-9	12/20	No
Newscast From the Past	Social Studies	9-12	6/15	No
The Outside Story w/ Slim Goodbody	Health	3-5	6/15	Yes
Physics: What Matters, What Moves	Physics	7-12	6/15	No
Portraits: The Americans	Biography/History	4-8	12/15	Yes
Readit	Language Arts	3-5	16/15	No
Roman City Modules	Social Studies	5-12	3/20	Yes
Tracks: Impressions of America	Social Studies	4-6	12/14	Yes
Up Close & Natural	Science	1-4	15/15	Yes
What's in the News	Current Events	4-6	32/15	Yes
Where in the World	Social Studies	3-6	8/20	No
Workplace Essential Skills	Vocational Ed	9-12	25/30	Yes
You Can Write Anything	Language Arts	3-6	10/15	Proposed

Online catalog: [www.mkn.org/MOCIPP](http://www.mkn.org/MOCIPP) (password is free, call 816-756-3580 x. 4236)

Online correlation to Show-Me Standards: [www.info.csd.org/showme](http://www.info.csd.org/showme)

## Missouri Instructional Television Providers

### **KMOS**

Rosemary Olas  
Central Missouri State University  
Wood 11  
Warrensburg, MO 64093  
660-543-4155  
[EdConnex@kmos.cmsu.edu](mailto:EdConnex@kmos.cmsu.edu)

### **Cooperating School Districts**

Marilyn Rothbard  
1460 Craig Road  
St. Louis, MO 63146  
314-872-8282  
[marilyn@info.csd.org](mailto:marilyn@info.csd.org)

### **KCPT**

Kitty Collins  
125 East 31<sup>st</sup> Street  
Kansas City, MO 64108  
816-756-3580 ext. 4252  
[Kitty\\_Collins@kcpt.org](mailto:Kitty_Collins@kcpt.org)

### **Ozark Public Television**

Claudine McGee  
821 Washington Street  
Springfield, MO 65802  
417-865-2100  
[claudine\\_mcgee@koz.kpbs.org](mailto:claudine_mcgee@koz.kpbs.org)

## ◆ Learning With Technology

### *Featuring Warsaw R-IX and Camdenton R-III*

#### Warsaw R-IX School District

Warsaw Applies Technology to Educational Reform

With the Warsaw Applies Technology to Educational Reform (WATER) grant, Warsaw R-IX has greatly increased the technological skills of their students and fellow community members. The WATER grant was first implemented in 1998 through the persistence of now retired South Elementary Principal, Cliff Saupe.

The primary purpose of the grant was to provide computer technology and Internet access to students who have no other opportunities to utilize such learning tools. This provided the necessary stepping stones into implementing this technology into the classrooms as teaching aides, and for student use.

The grant also allowed for several evening computer classes - open to parents and grandparents of Warsaw students. This went over well, and in the 1999/2000 school year the classes were re-implemented through the request of South Elementary Principal, Tony Berry. With the School Board's support, the proposed classes were open to all members of the community using the computer lab at the South Elementary, and would be offered as long as there was interest. There was an overwhelming response from the participants with a turnout of over 350 people spread out over the school year. Approximately 25% of those in attendance were school staff, taking advantage of the unique learning experience and user-friendly environment. Classes were offered in a variety of subjects such as: Basic Computer/Internet, Windows 95, Computer Graphics, Web page design, and Microsoft Office 97. The community response was so overwhelming that the classes are planned to be continued next year. This once specialized goal has blossomed into a computer education opportunity for all students and residents of Benton County.

For more information about this project please contact Bill Gant at (660)-438-7351 ext 45 or by e-mail at <mailto:bjy003@mail.connect.more.net>

### Camdenton R-III

With a Technology Literacy Challenge Fund (TLCF) Grant, "LETS SHARE", the Camdenton school district has been able to use technology to help students (k-12, Alternative School and students at the 5-county Juvenile Justice Center) identified as "at risk" improve skills in the area of language arts and mathematics.

The software, which the students use to accomplish this, is known as an Instructional Learning System (ILS). Through this software, students are given a pre-test, and the software places them in the module(s) where they need to begin studying the series of objectives specific to their needs. Through the management system, teachers are further able to adjust the matrix of objectives to meet the needs of individual students or groups of students as determined by teacher observations.

In-service for teachers was also provided within this grant. Each teacher attended a total of 8 hours of instruction to become familiar with the reporting modules, management system and instructional applications. A follow-up training session was held after the first year.

A component of this grant was our partnership with the Camden County Juvenile Justice Center which serves a 5-county area. Money from this grant allowed the district to furnish six computers, two printers plus the ILS software for the young people there, and training for the teachers at this Juvenile Justice Center.

For more information about this project, please contact Nona Harrington at (573) 346-9214 or by e-mail at <mailto:nharrington@camdenton.k12.mo.us>

### ◆ Mark Your Calendar

#### *July*

- |       |  |
|-------|--|
| 5     | Mail grant notification approval letters (Competitive Technology and Interactive Distance Learning Grants) |
| 5     | Publish Newslane on the web  |
| 6     | Final ¼ Payment (State Technology and VIDEO Grants)  |
| 15    | Deadline Final Expenditure Reports and Project Evaluation Narratives (State Technology and VIDEO Grants)   |
| 24-25 | eMINTS Kickoff at Tan -Tar –A  |

#### *August*

- |      |   |
|------|---|
| 1    | Publish Newslane on the web                                     |
| 3    | Final payment (1/4 payment) (State Technology and VIDEO Grants) |
| 3-10 | Instructional Technology Online Application Workshops           |

### ◆ Upcoming 2000 Conferences

- |                  |  |
|------------------|--|
| July 31 - Aug. 1 | Cooperative Conference for School Administrators<br>Tan-Tar-A Resort<br>Lake Ozark, MO |
| August 2-5       | Conference on Distance Teaching and Learning<br>Madison, WI                            |

August 10-11	School Technology Leadership Conference Sheraton San Diego Harbor Hotel & Marina San Diego, California
August 17-19	School Tech Chicago Exposition & Conference Chicago Hilton & Towers Chicago, IL
October 2-4	eSchool Technology Conference & Exposition Hyatt Hotel Orlando, Florida
October 8-10	Missouri Education Technology Conference Tan-Tar-A Resort Lake Ozark, MO
October 30-31	Setting the Technology Agenda for America's Schools (Superintendents' Technology Summit) Westin Mission Hills Resort Palm Springs, CA
November 2-5	NMSA Annual Conference & Exhibit St. Louis, MO
November 9-10	MNEA Fall Conference Kansas City, MO

## **“ Electronic Resources Available Through MOREnet**

*Submitted by Eric Nicklas, MOREnet*

MOREnet makes available to all its customers several valuable online information resources. EBSCO <http://ebSCO.more.net> is an online search and retrieval system used to research periodicals, and provides instant access to indexes and abstracts of more than 3,000 periodicals, including full-text and images of more than 1,000 periodicals.

### The NewsBank

<http://infoweb9.newsbank.com> databases offer access to the Kansas City Star (WebNews: 1991-Current), St. Louis Post Dispatch (WebNews: 1989-Current), and News Missouri for all Missouri weekly newspapers. (InfoWeb: 1997-Current).

### The Grolier Online <http://go.grolier.com/>

Reference Collection offers access to two of America's largest, most respected, and most authoritative encyclopedias - the Encyclopedia Americana and the Grolier Multimedia Encyclopedia (Academic American Encyclopedia) - and is specifically configured and supplemented for publication on the World Wide Web.

DISCovering Science, DISCovering US History and DISCovering Authors are three Gale databases <http://galenet.gale.com> offered to provide in-depth coverage on a variety of educational topics.

## **◆ Internet Sites of Interest**

Health and physical education <http://pe.central.vt.edu>

Web site for health and physical education teachers, parents and students.

Assist in enriching lesson plans <http://www.math.com>

Test preparation tips <http://www.creativeclassroom.org/>

Creative Classroom Online offers ideas and tips for preparing students to take-and score well on standardized tests.

## ◆ From the Mailbag

Developing a Distance Education Policy for 21<sup>st</sup> Century Learning

[http://www.acenet.edu/washington/distance\\_ed/2000/03march/distance\\_ed.html](http://www.acenet.edu/washington/distance_ed/2000/03march/distance_ed.html)

The American Council on Education (ACE) Division of Government & Public Affairs has produced “Developing a Distance Education Policy for 21<sup>st</sup> Century Learning” as a primer to help colleges and universities rethink and reformulate policies dealing with distance education courses.

The Knowledge Loom <http://knowledgeloom.org>

The Knowledge Loom is a place for educators worldwide to view research that identifies best practices related to various educational themes, read stories about the implementation of such practices in real schools and districts, learn to replicate the success of these practices in their own schools, and add their own stories, knowledge, or questions to the collections. The site is a searchable database of best practices in professional development, safe schools, literacy, math, adult learning, and urban learning.

Grant Seeking Tips <http://www.infotoday.com/>

Computers in Libraries (May 2000) features an article on getting grant funds. In “A Wealth of Information on Foundations and the Grant Seeking Process.” Janet Camarena, of the Foundation Center, has compiled this primer for people who are just beginning to understand grant writing.

Computer Networks <http://fcit.coedu.usf.edu/network>

Check out this online tutorial on computer networks for the basics and what it takes to become a fully integrated or networked school.